|  |
| --- |
| **Applied English Curriculum** |
| Salama Bint Butti School |
|  |
| **This is an outline of the parts of the Applied English Curriculum our school will do FIRST. Other ‘bullets’ will be used LATER.** |
|  |
| Sue de Lautour, Cognition Education Ltd. |
| 2009/2010 |
|  |

**Applied Curriculum Document Summary**

**Strands:**

* Talking and Listening
* Reading and Viewing
* Writing

**There is a range of text forms we can use – written, spoken and visual.**

Spoken examples:

* Conversations
* Drama
* Speeches
* Debates
* Questioning and answering

Written examples:

* Short stories
* Poems
* Articles (newspapers, magazines)
* Recipes
* Instructions
* Diaries

Visual examples:

* Advertisements
* Posters
* Pamphlets
* Maps
* Book covers
* Labelled diagrams

**Students should:**

* Use their imagination.
* Use thinking skills.
* Have fun.
* Play with texts.
* Understand that learning English will make their personal, social and work life better.
* Understand the value of English as a global language.
* Check and evaluate their own learning.

**Assessment:**

* Assess what has been taught (Links to Lesson Objectives / WALTs)
* Use different methods (eg self assessment, peer assessment, teacher assessment, writing, speaking, labeling…)
* Students should know what a good piece of work looks like / sounds like.
* Should give clear feedback to students.
* Should clear feed**forward** to students (This is what you need to do now…)
* Helps teachers plan next steps.
* Gives information to parents about how their students are doing.

**Grade 10 Talking (OUT) and Listening (IN)**

**Things we WILL do now:**

Indicators (By the end of this grade students will be able to…):

* Communicate a range of **feelings** and **ideas** in **conversations** and **presentations** (eg speeches, drama, debates, presenting facts/ideas, telling a story to a group etc).

Students will do this by:

‘Incoming’ Texts (Types, Purpose, Structure):

* Learning to be **polite** in English, including being able to introduce people, welcome people, thanking, asking for help etc.
* **Listening** to lots of **different speakers** (eg on radio, television, film, internet).
* **Listening** to **fiction** and **non-fiction** texts.
* Using English to organize, play games, take part in **fun** class activities.

Thinking:

* **Talking to each other** about themselves, their communities and the world around them.
* Asking **questions**.
* Suggesting **ideas** about a topic.

Language:

* **Finding** and **using** **sound tools** in texts (eg alliteration, rhyme).

Presentation techniques:

(Questioning, suggesting ideas, discussion.)

Self-evaluation:

* Using one-on-one and small group discussion to **talk about their progress in this subject**.
* Using tools/methods to **record** how they are going with their **own talking and listening**.

**Grade 10 Reading and Viewing (stuff going IN)**

**Things we WILL do now:**

Indicators (By the end of this grade students will be able to…):

* **Read** and **view** lots of different texts.
* **Respond** to lots of different texts.

Students will do this by…

‘Incoming’ Texts (Types, Purpose, Structure):

* Finding things in texts that they are **interested in** and **enjoy**.
* Following **instructions** correctly.
* Finding the **purpose** and **audience** of a text.

Thinking:

* Thinking about how a text **relates to themselves, their communities and the wider world**.
* Using texts for simple **research** to find information.

Language:

* Thinking about how to **create meaning** through good use of **grammar**.
* Thinking about how to **create meaning** through good use of **punctuation**.

Presentation Techniques:

(Research, writing instructions, personal responses)

Self-evaluation:

* Reading their own work and marking it for accuracy and the information given.
* **Reading the work of their classmates** and **giving feedback** about accuracy and the information given.
* Using tools/methods to **record** how they are going with their **own reading**.

**Grade 10 Writing (stuff coming OUT)**

**Things we WILL do now:**

Indicators (By the end of this grade students will be able to…):

* Write **different types** of texts for **different purposes**.
* **Plan, draft, edit** and **proofread** writing to make it better.

Students will do this by…

‘Incoming’ Texts (Types, Purpose, Structure):

* Using **texts as examples** of how to write.

Thinking:

Language:

* Using **appropriate language** for different text types.
* Experimenting with **new and interesting words**.

Presentation Techniques:

* Experimenting with **writing different types of texts** (eg diary, instructions, advertisement, poem…).
* Using **different ways to present** their written work (eg poster, booklet…).
* **Note-taking** from a text.
* Using their **own notes** about a text to **present the ideas in a different way** (eg: Finding the main points in a story and present them as a comic strip, flow chart or even a board game!).

Self-evaluation:

* **Drafting, editing** and **proofreading** their work.
* **Marking and correcting their own work** for grammar, punctuation and spelling.
* **Marking and correcting the work of their classmates** for grammar, punctuation and spelling.
* Using tools/methods to **record** how they are going with their **own writing**.

**Grade 11 Talking (OUT) and Listening (IN)**

**Things we WILL do now:**

Indicators (By the end of this grade students will be able to…):

* Communicate lots of different **explanations**, **feelings** and **ideas** in **conversations** and **presentations** (eg speeches, drama, debates, presenting facts/ideas, telling a story to a group etc).
* Communicate in lots of different personal, social and workplace situations.

Students will do this by…

‘incoming’ Texts (Types, Purpose, Structure):

* **Listening** and **responding** to **lots of different speakers** (eg films, CDs, stories etc).

Thinking:

* Finding the **main idea** and some **examples** from spoken texts.
* Asking **questions** about a topic.

Language:

* Experimenting with different **volumes,** and **tones** (eg angry, sad, excited) in conversations or presentations.

Presentation Techniques:

* **Presenting** lots of different texts (eg: telling stories aloud, reciting poems or songs, explaining ideas or giving instructions, giving personal responses etc).
* **Talking to each other** about themselves, their communities and the world around them.
* Giving **short presentations** about topics and **answering questions** from their audience.
* Questioning.

Self-evaluation:

* Using one-on-one and small group discussion to **talk about their progress in this subject**.

**Grade 11 Reading and Viewing (stuff going IN)**

**Things we WILL do now:**

Indicators (By the end of this grade students will be able to…):

* **Read** and **view** lots of **different texts**.
* **Respond** to lots of different texts.

Students will do this by…

‘Incoming’ Texts (Types, Purpose, Structure):

* Finding things in texts that they are **interested in** and **enjoy**.
* Reading and viewing texts to **increase their knowledge** about topics.
* Beginning to think about **how useful** a text is.
* Finding **basic structures** in texts.
* Finding **basic similarities** between texts (eg theme, topic, purpose).

Thinking:

* Thinking about how a text **relates to themselves, their communities and the wider world**.
* Reading **on the lines** and **between the lines** to answer questions about texts.
* Telling the difference between **fact** and **opinion.**
* Finding the **main idea** and **examples** in a text.

Language:

* Finding **basic similes, personification or onomatopoeia** (but must be done in a **fun** way!!!)

Presentation Techniques:

* Giving **personal responses** to texts.

Self-evaluation:

* Reading the personal responses of their **classmates** and **compare them to their own**.
* Using tools/methods to **record** how they are going with their **own reading**.

**Grade 11 Writing (stuff coming OUT)**

**Things we WILL do now:**

Indicators (By the end of this grade students will be able to…):

* Write **different types** of texts for **different purposes**.
* **Plan, draft, edit** and **proofread** writing to make it better.

Students will do this by…

‘Incoming’ Texts (Type, Purpose, Structure):

* Using **texts as examples** of how to write (see presentation below).

Thinking:

Language:

* Experimenting with **new and interesting words**.

Presentation Techniques/Purposes:

* Using **different ways to present** their written work (eg poster, word collage, booklet…).
* Experimenting with writing **different types of texts** (eg diaries, instructions, paragraphs, advertisements, poems…).
* Experimenting with writing for different **purposes** (eg to entertain, persuade, inform).
* **Note-taking** from a text.
* **Quoting correctly** from a text.
* Using their **own notes** about a text to **present the ideas in a different way** (eg: Finding the main points in a story and present them as a comic strip, flow chart or even a board game! Or presenting what they found out about a topic.).

Self-evaluation:

* **Drafting, editing** and **proofreading** their work.
* **Marking and correcting their own work** for grammar, punctuation and spelling.
* **Marking and correcting the work of their classmates** for grammar, punctuation and spelling.
* Using tools/methods to **record** how they are going with their **own writing**.
* Using tools/methods to **record** how they worked as **part of a group.**

**Grade 12 Talking (OUT) and Listening (IN)**

**Things we WILL do now:**

Indicators (By the end of this grade students will be able to…):

* Communicate a range of **explanations**, **feelings** and **ideas** in **conversations** and **presentations** (eg speeches, drama, debates, presenting facts/ideas, telling a story to a group etc).
* Begin to study and decide on the usefulness of spoken texts.
* Communicate in lots of different personal, social and workplace situations.

Students will do this by…

‘Incoming’ Texts (Types, Purpose, Structure):

* **Listening** and **responding** to **lots of different speakers** (eg films, CDs, stories etc).
* Beginning to work out the **point of view** and/or **values** of speakers.

Thinking:

* Beginning to study (reading between and beyond the lines) spoken texts.
* Beginning to judge how useful a text is.
* Finding the **main idea** and some **examples** from spoken texts.
* Asking **questions** about topics.
* Discussing why they **agree or disagree** with a speaker.

Language:

* Using different **volumes,** and **tones** (eg angry, sad, excited) in conversations or presentations.

Presentation Techniques:

* **Presenting** lots of different texts (eg: telling stories aloud, reciting poems or songs, explaining ideas or giving instructions, debating, etc).
* **Talking to each other** about themselves, their communities and the world around them in **pairs** and **groups**.
* Responding personally to spoken texts (by drawing, mapping, discussing, writing etc).
* Give **short presentations** about lots of different topics for different situations topics and **answer questions** from their audience.
* Beginning to experiment with **informal debates** and **problem-solving.**

Self-evaluation:

* Using one-on-one and small group discussion to **talk about their progress in this subject**.

**Grade 12 Reading and Viewing (stuff going IN)**

**Things we WILL do now:**

Indicators (By the end of this grade students will be able to…):

* **Read** and **view** lots of different texts.
* **Respond** to lots of different texts.

Students will do this by…

‘Incoming’ Texts (Types, Purpose, Structure):

* Finding things in texts that they are **interested in** and **enjoy**.
* Reading and viewing texts to **increase their knowledge** about topics.
* Beginning to discuss the **author’s point of view.**
* Thinking about **how useful** a text is and beginning to give reasons **why/why not**.
* Finding **basic similarities** between texts (eg theme, topic, purpose, basic structure, language etc).

Thinking:

* Thinking about how a text **relates to themselves, their communities and the wider world**.
* Reading **on the lines** and **between the lines** to answer questions about texts.
* Beginning to read **beyond the lines** to answer questions about texts.
* Giving **personal responses** to texts, attempting to explain **why** they think this.
* **Regularly use thinking skills** to study texts (see our templates – Sue has them).
* Finding the **main idea** and **examples** in a text.
* **Finding information** and **organising** it into different groups.

Language:

* Beginning to finding how authors shape **meaning** with effective use of **vocabulary (especially connotations), imagery, grammar** and **punctuation**.

Presentation Techniques:

(Personal responses, formal responses.)

Self-evaluation:

* Reading the personal responses of their **classmates** and **compare them to their own**.
* Using tools/methods to **record** how they are going with their **own reading**.

**Grade 12 Writing (stuff coming OUT)**

**Things we WILL do now:**

Indicators (By the end of this grade students will be able to…):

* Write **different types** of texts for **different purposes**, including giving opinions about texts, topics and ideas.
* **Plan, draft, edit** and **proofread** writing to make it better.

Students will do this by…

‘Incoming’ Texts (Types, Purpose, Structure):

* Using **texts as examples** of how to write.

Thinking:

Language:

* Experimenting with **new and interesting words**.

Presentation Techniques:

* Using **different ways to present** their written work (eg poster, word collage, booklet…).
* Experimenting with writing **different types of texts** (eg diaries, instructions, paragraphs, advertisements, poems…).
* Experimenting with writing for different **purposes** (eg to entertain, persuade, inform).
* Writing with different **structures**.
* Writing for different **audiences.**
* Writing from **someone** **else’s point of view**, including someone from another culture.
* Responding **personally** and **formally** to different topics, ideas, people, texts etc.
* **Note-taking** from a text.
* **Quoting correctly** from a text.
* Using their **own notes** about a text to **present the ideas in a different way** (eg: Finding the main points in a story and present them in an imaginative or formal way, presenting what they found out about a topic, or paraphrasing etc.).

Self-evaluation:

* **Drafting, editing** and **proofreading** their work.
* **Marking and correcting their own work** for grammar, punctuation and spelling and **effectiveness**.
* **Marking and correcting the work of their classmates** for grammar, punctuation and spelling and **effectiveness**.
* Using tools/methods to **record** how they are going with their **own writing**.
* Using tools/methods to **record** their own **work habits.**